

## Charleston Progressive

382 Meeting Street  
Charleston, SC 29403

**Grades** K-8 Middle School

**Enrollment** 342 Students

**Principal** Wanda Wright-Sheats 843-720-2967

**Superintendent** Dr. Maria L. Goodloe-Johnson 843-937-6319

**Board Chair** Ms. Nancy Cook 873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	14	39

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	Yes
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Unsatisfactory	Below Average	Yes

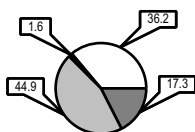
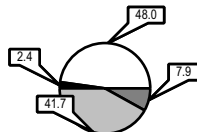
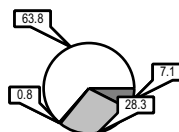
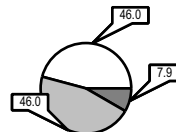
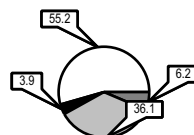
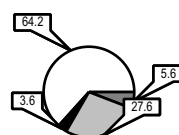
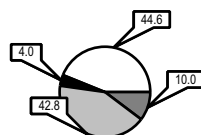
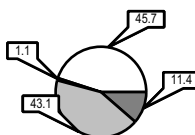
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	92.4
<b>English 1</b>	N/A	82.9
<b>Biology 1/Applied Biology 2</b>	N/A	40.0
<b>Physical Science</b>	N/A	27.7
<b>All Subjects</b>	100.0	84.7

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	218	95.9	25.5	41.8	29.3	3.4	42.3	Yes	Yes
<b>Gender</b>									
Male	94	95.7	27.8	40.0	30.0	2.2	40.0	N/A	N/A
Female	124	96.0	23.7	43.2	28.8	4.2	44.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	218	95.9	25.5	41.8	29.3	3.4	42.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	193	100.0	22.4	43.8	30.2	3.6	44.3	N/A	N/A
Disabled	25	64.0	62.5	18.8	18.8	0.0	18.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	95.9	25.5	41.8	29.3	3.4	42.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	218	95.9	25.5	41.8	29.3	3.4	42.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	172	94.8	30.2	41.4	26.5	1.9	37.7	Yes	Yes
Full-pay meals	46	100.0	8.7	43.5	39.1	8.7	58.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	218	95.9	34.1	45.2	14.4	6.3	33.7	Yes	Yes
<b>Gender</b>									
Male	94	95.7	26.7	48.9	17.8	6.7	41.1	N/A	N/A
Female	124	96.0	39.8	42.4	11.9	5.9	28.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	218	95.9	34.1	45.2	14.4	6.3	33.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	193	100.0	31.3	46.9	15.1	6.8	35.9	N/A	N/A
Disabled	25	64.0	68.8	25.0	6.3	0.0	6.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	95.9	34.1	45.2	14.4	6.3	33.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	218	95.9	34.1	45.2	14.4	6.3	33.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	172	94.8	38.3	45.1	11.7	4.9	29.6	Yes	Yes
Full-pay meals	46	100.0	19.6	45.7	23.9	10.9	47.8	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	218	100.0	58.1	32.7	8.3	0.9	9.2
<b>Gender</b>							
Male	94	100.0	55.3	38.3	5.3	1.1	6.4
Female	124	100.0	60.2	28.5	10.6	0.8	11.4
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	218	100.0	58.1	32.7	8.3	0.9	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	193	100.0	54.7	35.9	8.3	1.0	9.4
Disabled	25	100.0	84.0	8.0	8.0	0.0	8.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	218	100.0	58.1	32.7	8.3	0.9	9.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	218	100.0	58.1	32.7	8.3	0.9	9.2
<b>Socio-Economic Status</b>							
Subsidized meals	172	100.0	64.3	29.2	6.4	0.0	6.4
Full-pay meals	46	100.0	34.8	45.7	15.2	4.3	19.6

<b>Social Studies</b>							
All Students	217	100.0	39.8	46.8	12.0	1.4	13.4
<b>Gender</b>							
Male	93	100.0	36.6	47.3	16.1	0.0	16.1
Female	124	100.0	42.3	46.3	8.9	2.4	11.4
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	217	100.0	39.8	46.8	12.0	1.4	13.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	193	100.0	35.4	50.0	13.0	1.6	14.6
Disabled	24	100.0	75.0	20.8	4.2	0.0	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	100.0	39.8	46.8	12.0	1.4	13.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	217	100.0	39.8	46.8	12.0	1.4	13.4
<b>Socio-Economic Status</b>							
Subsidized meals	171	100.0	44.1	42.9	11.8	1.2	12.9
Full-pay meals	46	100.0	23.9	60.9	13.0	2.2	15.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	36	100.0	8.3	16.7	47.2	27.8	75.0
	4	28	100.0	14.3	21.4	60.7	3.6	64.3
	5	46	97.8	40.9	45.5	11.4	2.3	13.6
	6	28	100.0	39.3	50.0	10.7	0.0	10.7
	7	45	100.0	34.1	51.2	14.6	0.0	14.6
	8	25	100.0	29.2	66.7	4.2	0.0	4.2
2006	3	32	100.0	9.4	28.1	62.5	0.0	62.5
	4	32	100.0	3.1	37.5	43.8	15.6	59.4
	5	26	100.0	26.9	50.0	23.1	0.0	23.1
	6	39	100.0	43.6	41.0	12.8	2.6	15.4
	7	46	97.8	45.5	38.6	13.6	2.3	15.9
	8	43	81.4	14.3	57.1	28.6	0.0	28.6
<b>Mathematics</b>								
2005	3	36	100.0	5.6	41.7	30.6	22.2	52.8
	4	28	100.0	17.9	25.0	39.3	17.9	57.1
	5	46	97.8	45.5	43.2	9.1	2.3	11.4
	6	28	100.0	28.6	60.7	10.7	0.0	10.7
	7	45	100.0	43.9	36.6	14.6	4.9	19.5
	8	25	100.0	62.5	37.5	0.0	0.0	0.0
2006	3	32	100.0	18.8	50.0	28.1	3.1	31.3
	4	32	100.0	18.8	37.5	21.9	21.9	43.8
	5	26	100.0	26.9	50.0	15.4	7.7	23.1
	6	39	100.0	33.3	48.7	12.8	5.1	17.9
	7	46	97.8	43.2	47.7	9.1	0.0	9.1
	8	43	81.4	57.1	37.1	2.9	2.9	5.7
<b>Science</b>								
2005	3	36	100.0	30.6	27.8	41.7	0.0	41.7
	4	28	100.0	25.0	46.4	21.4	7.1	28.6
	5	46	97.8	84.1	11.4	2.3	2.3	4.5
	6	28	100.0	60.7	39.3	0.0	0.0	0.0
	7	45	100.0	46.3	39.0	9.8	4.9	14.6
	8	25	100.0	70.8	29.2	0.0	0.0	0.0
2006	3	32	100.0	34.4	56.3	9.4	0.0	9.4
	4	32	100.0	59.4	28.1	9.4	3.1	12.5
	5	26	100.0	57.7	30.8	11.5	0.0	11.5
	6	39	100.0	74.4	23.1	2.6	0.0	2.6
	7	46	100.0	64.4	24.4	11.1	0.0	11.1
	8	43	100.0	53.5	37.2	7.0	2.3	9.3
<b>Social Studies</b>								
2005	3	36	100.0	13.9	36.1	25.0	25.0	50.0
	4	28	100.0	21.4	32.1	42.9	3.6	46.4
	5	46	97.8	61.4	31.8	4.5	2.3	6.8
	6	28	100.0	46.4	32.1	21.4	0.0	21.4
	7	45	100.0	41.5	39.0	9.8	9.8	19.5
	8	25	100.0	62.5	37.5	0.0	0.0	0.0
2006	3	32	100.0	21.9	43.8	28.1	6.3	34.4
	4	32	100.0	15.6	62.5	18.8	3.1	21.9
	5	26	100.0	61.5	34.6	3.8	0.0	3.8
	6	39	100.0	33.3	53.8	12.8	0.0	12.8
	7	46	100.0	68.9	28.9	2.2	0.0	2.2
	8	42	100.0	33.3	57.1	9.5	0.0	9.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 342)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	21.1%	Up from 0.0%	9.1%	16.7%
Retention rate	1.8%	Up from 0.6%	3.6%	2.5%
Attendance rate	95.9%	Down from 96.7%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Up from 0.0%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Up from 0.0%	0.4%	1.0%
Eligible for gifted and talented	13.3%	Up from 8.5%	8.9%	15.6%
On academic plans	59.6%	N/AV	52.9%	39.9%
On academic probation	1.9%	N/AV	0.4%	0.7%
With disabilities other than speech	5.7%	Up from 5.1%	13.3%	12.4%
Older than usual for grade	0.9%	No change	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.1%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	65.4%	Up from 56.0%	52.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.4%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	13.1%	5.6%
Teachers returning from previous year	79.2%	Down from 79.8%	79.0%	84.6%
Teacher attendance rate	94.0%	Up from 91.8%	94.8%	94.8%
Average teacher salary	\$44,893	Up 8.1%	\$40,509	\$42,267
Prof. development days/teacher	10.1 days	Down from 22.8 days	11.9 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.8 to 1	19.6 to 1	21.1 to 1
Prime instructional time	89.2%	Up from 85.5%	87.9%	89.0%
Dollars spent per pupil*	\$6,061	Up 7.6%	\$7,074	\$6,243
Percent of expenditures for teacher salaries*	62.8%	Up from 61.5%	56.6%	59.8%
Percent of expenditures for instruction*	67.3%		64.0%	65.2%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	94.6%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a year of transitions for Charleston Progressive Academy. We have a new principal and nine new faculty and staff members. Charleston Progressive Academy relocated into a newly renovated facility located in Historic Charleston across the street from the Visitor's Center. The facility is equipped with two computer labs, four science labs, twenty-one classrooms and two conference rooms to service our population of three hundred thirty students.

As a countywide magnet school serving K - 8, our focus on Integrated Thematic Instruction has been the basis for our transition. It is through thematic instruction that we strive to meet the needs of all students attending Charleston Progressive Academy. It is our goal to progress beyond our rating of Average as we provide a rigorous curriculum for our students that is aligned with the S.C. Curriculum Standards and Charleston's Plan For Excellence. We have integrated technology by creating and maintaining a school web site that is readily accessible to our parents.

In the words of our founders, it is our belief that we are "training our children in the direction in which they should grow" academically, emotionally, socially and morally. As part of our academic transition, we had a total of twenty-two of our fifty-eight fourth and fifth graders become Duke TIP Scholars. A student placed second in the District's Young Authors Competition, and thirteen students' writings were published in the Wal-Mart / Post and Courier's Wild Tales Contest. We participated in the service project Pennies for Patients and received an Honorable Mention in the schools with the top contributions. Further, we had two students receive citizenship awards: one middle school student received both the Governor's Citizenship Award and a first place award in the Charleston Exchange Club Citizenship Contest while an elementary student placed second. This year eighteen of our eighteen students taking Algebra I received high school credit.

We are creating community partnerships as well. Piggly Wiggly, South Carolina Electric and Gas and the Mazyck-Wraggborough Neighborhood Association have all been very supportive of the goals of Charleston Progressive on its road to excellence.

Our greatest challenges are fostering positive parental involvement and avoiding complacency in our achievement. We have a part-time parent educator who is working very hard to increase our parental involvement. A full-time teacher coach has provided teachers with systematic professional development, in-services on data analysis and best practices in instruction and assessment to create an atmosphere of academic excellence as we look forward to the 2006-2007 school year.

Wanda Wright-Sheats, Principal  
Lonnie Hamilton III, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	17	39	9
<b>Percent satisfied with learning environment</b>	94.1%	71.1%	I/S
<b>Percent satisfied with social and physical environment</b>	100.0%	84.2%	I/S
<b>Percent satisfied with school-home relations</b>	81.3%	89.2%	I/S

\*Only students at the highest middle school grade level at this school and their parents were included.